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ABSTRACT

Reactions of 12 parents, 25 teachers, and 11 administrators to various aspects of students' reading programs and progress in elementary school resource rooms throughout the year were investigated. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. Teachers of experimental group students first wrote curriculum-based individualized education program (IEP) goals and objectives in reading. Then teachers developed curriculum-based measurement systems to match specific goals and objectives. Measurement data were used to modify instructional programs. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education/regular education communication between two districts. (Author/CL)

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University of Minnesota

Research Report No. 114

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COMMUNICATION OF IEP GOALS AND STUDENT PROGRESS AMONG PARENTS, REGULAR CLASSROOM TEACHERS, AND ADMINISTRATORS USING SYSTEMATIC FORMATIVE EVALUATION

Bonita Sevcik, Russell Skiba, Gerald Tindal, Robert King,
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April, 1983

Abstract

The purpose of this study was to examine parents', classroom teachers', and administrators' reactions to various aspects of students' reading programs and progress in elementary school resource rcoms throughout the year. Survey data were collected on participation, satisfaction, and clarity as part of a study that examined the effects of resource room teachers' use of a formative evaluation system on student achievement in reading. The majority of the data was collected on students from the study's experimental group. Results indicated that participation in and clarity of the students' programs and progress were lacking, with evidence of a difference in special education-regular education communication between two districts. The implications of the findings for increased communication are discussed.

Communication of IEP Goals and Student Progress Among Parents, Administrators, and Regular Classroom Teachers Using Systematic Formative Evaluation

The number of handicapped students served within both resource program and regular classroom settings is increasing. Many students who once were receiving all of their educational programming within the regular classroom, now are being served on a part-time basis within the special education setting. Thomas (1981) proposed that the combination of Section 504 of the 1973 Rehabilitation Act and the enactment of PL 94-142 specifically led to greater numbers of handicapped children being identified and given more specialized attention. At the same time, with the increasing acceptance of mainstreaming, handicapped students who were once in self-contained special education programs have moved into part-time resource programs, with increasing numbers and kinds of services being provided in the regular classroom (SRI, 1980).

Given the increasing number of handicapped students in both regular and resource programs, communication between regular and special educators needs to be increased in order to facilitate greater understanding and support of, and involvement in, a child's education. However, in most schools there is still a "two box" structure (Reynolds, 1977) in which regular and special education operate independently.

Reynolds (1977) emphasized the need for teamwork between regular and special educators. Administrators, classroom teachers, and parents all play integral roles in the special education process, and all would benefit from effective communication with the special

education teacher. This communication typically begins at the IEP meeting. Yoshida, Fenton, Maxwell, and Kaufman (1978) found that the individuals most frequently involved in team meetings in Connecticut were school administrators, special education teachers, regular education teachers, and school counselors. Poland, Ysseldyke, Thurlow, and Mirkin (1979) and Thurlow and Ysseldyke (1979) discovered from national surveys that the school psychologist and regular education teacher were included most frequently overall in team meetings.

Once the IEP is developed, communication should focus on the child's progress towards his/her goals, changes made in the program, and the extent to which the child's goal was met. Marver (1978) reported that after the IEP was written, half of the teachers they studied did not refer to it during the remainder of the school year.

To investigate the communication process between special education teachers and classroom teachers, administrators, and parents, survey data were obtained during a study designed to determine the effects of resource room teachers' use of a formative evaluation system (Mirkin, Deno, Fuchs, Wesson, Tindal, Marston, & Kuehnle, 1981) on student achievement in reading. Repeated curriculum-based measurement and continuous evaluation procedures were used with experimental subjects in the study as an alternative to informal assessment methods. Fuchs, Mirkin, Deno, Marston, and Tindal (1982) found that these procedures rendered more objective, accurate data on student progress. The extent to which these data are effectively communicated to individuals in other roles within the

school, as well as to parents, was the focus of this study. Specifically, the study examined classroom teachers', administrators', and parents' participation in, satisfaction with, and perceptions of the clarity of students' reading programs and progress in the special education setting throughout the year.

Method

Subjects

Subjects were parents, classroom teachers, and administrators of elementary school children who took part in the study. Within one school district, seven administrators completed surveys. All students in this district were in the experimental group. Within another school district, 16 classroom teachers and 12 parents completed surveys. All of the students were also in the experimental group. Within a third school district, four administrators and nine classroom teachers completed surveys. The administrators' surveys pertained to students in the experimental group, while the classroom teachers' surveys pertained to students in the control group.

Thus, a total of 12 parents, 25 teachers, and 11 administrators responded to the surveys. These numbers reflected a high return rate for originally distributed surveys; 60.0% of the parents, 83.3% of the classroom teachers, and 68.8% of the administrators completed and returned the surveys.

Experimental group. The treatment of the experimental group students is described in Procedures to Develop and Monitor Progress on IEP Goals (Mirkin et al., 1981). Briefly, teachers of the experimental group students first wrote curriculum-based IEP goals and

objectives in the area of reading. (See Appendix D for a copy of the Goal and Objective Form.) Following this, teachers developed curriculum-based measurement systems to match specific goals and objectives. Then, at least three times weekly, they were to measure students and utilize those data to determine when to change the instructional programs to increase the probability that students would achieve their goals. A sample Goal and Objective Form, Graph, and Instructional Change Form appear in Figures 1, 2, and 3.

Insert Figures 1-3 about here

Control group. Typical classroom procedures were followed with students in the control group. Teachers used their own informal observation system and traditional evaluation procedures to make instructional decisions.

Materials

End-of-year parent survey. A 10-item survey was designed to assess parents' participation in an IEP conference during the year, and their confidence in the placement committee's decision on the delivery of special education service in the area of reading. If the child did receive special education service, then parents were asked to complete additional items on their (a) knowledge of and satisfaction with their child's year-end reading goal, (b) knowledge of his/her progress toward the goal, and (c) knowledge of their child's academic status compared to other students his/her age. (See Appendix A for a copy of the survey.)

End-of-year classroom teacher survey. An 11-item survey was designed for regular classroom teachers to complete on students they had referred and who received part-time special education services in a resource room during the year. On this survey, teachers indicated (a) participation in the student's IEP or periodic review conference, (b) satisfaction with and usefulness of the assessment information, (c) clarity of and satisfaction with the student's reading program and progress in the special setting, and (d) student performance relative to the other children in the classroom when compared to their performance at the beginning of the year. (See Appendix B for a copy of the survey.)

Administrator or supervisor survey. Administrators and/or supervisors completed surveys for a random selection of students within the study. On this survey they indicated (a) participation in the student's IEP or periodic review conference during the year, (b) satisfaction with and usefulness of the assessment information for the academic area of reading, (c) clarity of and satisfaction with the student's reading goal, the system devised for monitoring progress, and the evaluation of final student outcome, and (d) perceptions of parents' understanding of the special education services provided in reading during the year. (See Appendix C for a copy of the survey.)

Procedure

At the end of the school year (May 1982), parents, classroom teachers, and administrators or supervisors of children who participated in the study were sent surveys and stamped return envelopes. They were requested to fill out and return the survey

pertaining to the student whose name was written at the top of the form.

Results

Parents' Responses

Ten out of the twelve parents (83.3%) reported that they attended an IEP conference during the academic year, and all were either confident (33.3%) or very confident (66.7%) that their children received special education service in the area of reading. Of the 91.7% who said they were informed about their child's year-end reading goal in the special education program, 18.2% indicated they were very clear about what the goal was; 45.4% indicated being clear as to the goal and 36.4% said they were somewhat clear. Half of the parents said they were very satisfied with the reading goal established for their child, with the remainder of responses varying from 8.3% very dissatisfied, 8.3% somewhat dissatisfied, and 33.3% somewhat satisfied. When asked to write the annual goal, 36.4% were accurate but incomplete, and 63.6% were inaccurate. A sample Accurate Goal, Accurate But Incomplete Goal, and Inaccurate Goal appear in Figure 4.

Insert Figure 4 about here

Almost all of the parents (91.7%) believed their child was progressing toward his/her goal, with the remaining not sure. Information on progress toward the goal had been provided to 90.0% of the parents during a conference with the teacher. One of the parents checked progress with daily reading functioning at home. When asked

how their child was performing compared to other students of the same age, relative to the previous school year, 33.3% said they were better, 25.0% said they were the same, 25.0% said they were worse, and 16.7% didn't know. One-fourth of the parents indicated they were very confident that this answer was accurate; 50.0% were confident, and 25.0% somewhat confident.

Classroom Teachers' Responses

Classroom teachers' responses to questions on the survey are presented with a breakdown according to whether they were teachers of experimental students or teachers of control students. Explicit comparisons between the experimental and control groups were not conducted since each group also represented a different school district. Thus, the differences that seem very notable on the basis of visual inspection could be related to experimental/control differences, school district differences, or some interaction of the two. Most differences related to participation in and clarity of students' reading programs, and students' progress in the special setting. Table 1 shows the responses of the two groups of teachers on the Yes-No items of the survey. Other items (e.g., relating to satisfaction with their students' programs and progress) are dependent upon the knowledge of responses to preceding items, and thus are not included.

Insert Table 1 about here

Teachers of experimental students. Sixteen regular classroom

teachers completed surveys on students who were in the experimental group in the study. Six of them (37.5%) participated in the IEP or periodic review conference for the student during the year. Of those attending, 66.6% were satisfied with the assessment information presented at the conference, 16.7% were somewhat satisfied, and 16.7% were somewhat dissatisfied; 80.0% found this information very useful for developing or modifying IEPs, while 20.0% found it moderately useful. Regarding how clearly information on their student was presented by the special teacher at the conference, 50.0% said very clearly, 33.3% said clearly, and 16.7% said somewhat clearly.

Of the 16 regular classroom teachers, 43.8% were informed of their student's annual reading goal; 71.4% of these teachers were very satisfied with the goal, with the remainder being somewhat satisfied. Only 40.0% of the teachers were informed of when and what changes were made in the student's reading goal during the year, all through verbal communication. Information on changes was provided to 66.6% of the teachers twice; the remainder of the teachers were informed equally either one or four times. Most of the teachers (75.0%) did not know whether their student met the year-long reading goal; 18.8% said the student did meet the goal, and 6.2% said the student did not. This judgment was based on information from the special education teacher for 28.6% of the teachers, while the remainder based it on report cards, comparison with other students, or reading, writing, and verbal progress in the classroom.

Half of the regular teachers were informed of the student's reading program in the special setting, with 75.0% of these very

satisfied, and 25.0% somewhat satisfied. Half of the teachers also were informed of when and what changes were made in the student's reading program during the year, with the majority informed through verbal communication (75.0%), and the remainder through report cards. Equal percentages of teachers (28.6%) were informed one, two, and four times of changes, while 14.2% were informed six times. Most of the teachers were either somewhat satisfied or very satisfied with the student's reading progress (46.7% each), while 6.6% were very dissatisfied. When asked to rate how the student was performing relative to the other children in the classroom, compared to the beginning of the year, 53.3% said better, 26.7% said the same, and 20.6% said worse.

Teachers of control students. Nine regular classroom teachers from another school district completed the survey on students who were members of the control group. Approximately three-fourths of the teachers (77.7%) participated in the IEP or periodic review conference, with 71.4% of these satisfied with the assessment information presented and the remainder somewhat satisfied. Regarding how useful the assessment information was for developing or modifying the IEPs, 42.8% said it was very useful; the same percentage said it was moderately useful, and 14.4% said it was somewhat useful. Over half of the teachers (57.2%) said information on their student was presented by the special teacher very clearly, and the remainder said it was presented clearly.

Of the 89.0% who were informed of the annual reading goal, 37.5% were very satisfied with it, and 62.5% were somewhat satisfied. Of

the 77.7% who were informed of their students' reading program in the special setting, 71.5% were very satisfied with it and the remainder were somewhat satisfied. Most of the teachers (89.0%) were informed of when and what changes were made in the student's reading goal and reading program through the year, communicated through conferences, notes, and verbally; 42.9% were informed three times, 28.5% two times, and 14.3% both four and five times.

Almost half of the regular classroom teachers (44.4%) did not know whether their student met the reading goal; 44.4% of the teachers said the student did meet the goal, and 11.1% said the student did not. These judgments were based on the child's ability to read directions and materials in other subject areas, reading test results, and general classroom performance. Regarding satisfaction with the student's progress in reading during the year, 11.0% were very dissatisfied, 11.0% somewhat dissatisfied, 44.6% somewhat satisfied, and 33.4% very satisfied. When asked to rate how the student was performing relative to the other children in the classroom, compared to the beginning of the year, 37.5% said better, 25.0% said the same, and 37.5% said worse.

Administrators' Responses

Of the 11 administrators who completed the survey for a random selection of experimental students, eight (72.7%) participated in the IEP or periodic review conference. Of these, 37.5% were very satisfied with the assessment information presented in reading, 50.0% were somewhat satisfied, and 12.5% were very dissatisfied. Half of the administrators felt the assessment information was very useful for

developing or modifying IEPs and instructional interventions; 37.5% said it was moderately useful; and 12.5% said it was somewhat useful.

All of the administrators indicated that they were informed of the student's annual special education reading goal; 70.0% of them were very satisfied, and 30.0% were somewhat satisfied with this goal. Regarding satisfaction with the system devised for monitoring the student's progress toward this goal throughout the year, 90.0% were very satisfied and 10.0% were somewhat satisfied. Most of the administrators (80.0%) were informed as to whether the student met his/her goal, and most also were very satisfied with the way in which student performance in reading was evaluated at the end of the school year; the remainder were somewhat satisfied. When asked how clear the administrators thought the parents were about the special education services provided in reading during the year, 30.0% said very clear, 60.0% said quite clear, and 10.0% said somewhat clear.

General Responses as a Function of Role

Responses related to the overall mean frequency of positive ratings on some of the items answered by parents, regular classroom teachers, and administrators are presented in Table 2. Although comparisons cannot be made appropriately across roles, the summary data presented in the table provide a general picture of the views of three types of individuals involved in special education decision making.

Insert Table 2 about here

Discussion

The surveys used in the present study attempted to obtain information about various individuals' participation in, satisfaction with, and perceptions of the clarity of students' reading programs and progress in the special education setting throughout the year. Generalizations of the results are limited due to several factors. First, a limited number of subjects participated in the study. Second, comparisons between the three roles--parents, classroom teachers, and administrators--within districts are impossible, since data were not collected in this manner. And third, the data do not allow for comparisons of experimental and control group students within any one district. Considering all of these factors, generalizations between roles of the subjects and groups of students (experimental and control) should be avoided. However, individual survey results do provide interesting information.

Within one school district, the majority of the classroom teachers who participated in the IEP or periodic review conference found the assessment information presented to be very useful in developing or modifying IEPs, even though less than half of the total number of teachers participated in the IEP conference. It is clear that the majority of these teachers were not informed of the student's reading goal, reading program, or changes in the reading goal or program by the special education teacher. Most of the classroom teachers did not know whether the student met his/her year-long reading goal.

Results from teachers in another district indicated greater

participation in and clarity of their students' reading programs and progress in the special setting. The variables contributing to these between-district differences are unknown; future research should investigate school district factors that promote better communication between special and regular education staff members.

Regarding results from the parent survey, it is clear that the majority of the parents attended the IEP conference, and were informed of their child's annual reading goal. Yet only half of them could state the goal, and less than half of these goals were accurately and completely stated. It is evident that although the parents were informed of their child's goal, they either did not understand it initially, or forgot it with time. Also, only half of the parents reported that they were very satisfied with the reading goal established for their child. Similar results were found in a previous study in which parental reaction during placement team meetings was investigated (Ysseldyke & Thurlow, 1980). That study found that parents did not seem to understand fully the meeting's purposes and outcomes and that there was a willingness on their part to accept the school decision, assuming the school officials knew what they were doing. These findings imply a need for school personnel to encourage parental involvement and increase parental understanding of what is taking place, at the IEP meeting or in any other situation when decisions are made regarding their child.

It should be noted that the administrators generally responded positively to the survey. In addition to a large degree of participation in the students' IEP conferences and knowledge of the

students' goals and progress, the administrators were generally satisfied with the information they received. These positive reactions may be related to the fact that administrators do not interact with students or become involved with their education to the extent that classroom teachers or parents do.

The results of this study indicate that greater emphasis needs to be placed on effective communication between parents and school personnel and also among individuals in different roles within the school. These findings support previous research and support the need for future research on changes that might be made within the school community to foster improved understanding and ultimately a more consistent and effective support system for a child's success in school.

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Table 1

Percentages of Yes Responses to Survey Questions

Question	Experimental (N=16)	Control (N=9)
Did you participate in the IEP or periodic review conference?	37.5	77.7
Have you been informed of the student's special education reading goal?	43.8	89.0
Were you informed of the student's reading program in the special setting?	50.0	77.7
Were you informed of when and what changes were made in the student's reading goal through the year?	40.0	89.0
Were you informed of when and what changes were made in the student's reading program through the year?	50.0	89.0
Did the student meet his/her year-long reading goal?	25.0	55.5

Table 2

Percentages of Parents, Teachers, and Administrators Giving Positive Responses to Four Items

Item	Parents	Teachers	Administrators
Participation in conference	83.3	57.6	72.7
Informed of goal	91.7	66.4	100.0
Satisfied with goal	83.8	100.0	100.0
Perceived performance of student relative to peers[a]	85.3	71.2	--

[a]Administrators were not asked this question.

GOAL In 19 weeks (# school weeks until year's end), when provided with stories from grade level 2 - SRA passages (Level #, series), Michael (student's name) will read aloud at the rate of 85 (wpm correct), with no more than 8 (#) errors.

OBJECTIVE Each successive week, when presented with a random selection from Grade level 2 - SRA passages (same level # and series as above), the student will read aloud at an average increase of 2.6 (#) wpm and no increase in errors.

Figure 1. Goal and Objective Form.

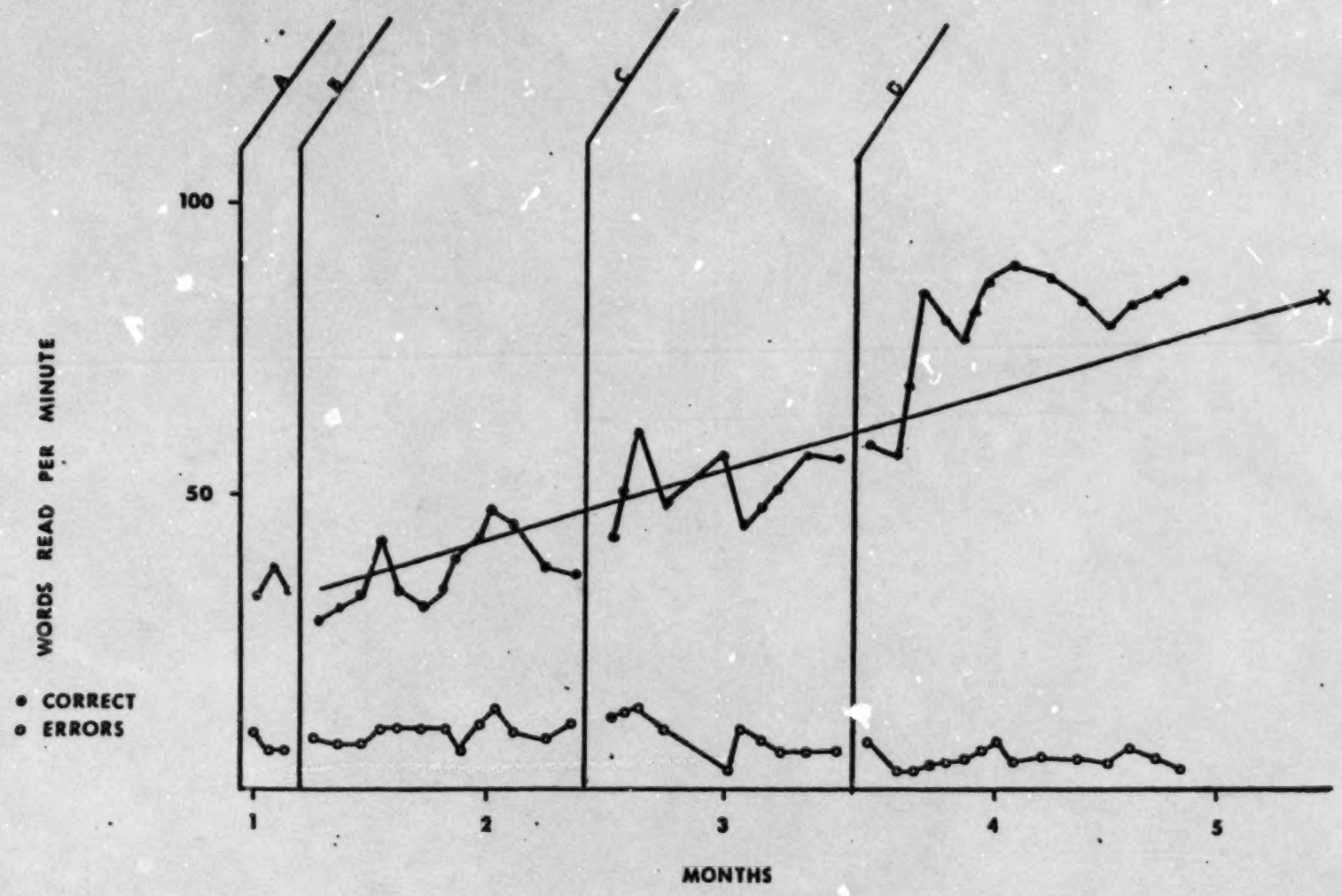

Figure 2. Number of Correct Words (•) and Errors (o) Per Minute Under Baseline (A) and Three Instructional Strategies (B, C, and D).

Instructional Change Form

Instructional Procedures	Arrangement	Time	Materials	Motivational Strategies
Oral Reading Practice Comprehension exercises	Group (1:5)	45 minutes	Double Action Short Story, Part 2 Story Writing & class discussion	Generating own stories
Language Experience Approach	Individual with para-professional	same	Student's own stories File cards Story Folder	same
Language Experience	Individual with para-professional	20 minutes	See above	same
Reading Comprehension Activities	Individual with teacher	20 minutes	McCall-Crabbs, Book E SRA kit	individual arrangement with teacher

Figure 3. Instructional Change Form.

ACCURATE GOAL

When provided with stories from grade level 2 SRA passages, Michael will read aloud at the rate of 85 correct words per minute, with no more than 8 errors.

ACCURATE BUT INCOMPLETE GOAL

Michael will read stories from level 2 SRA passages.

INACCURATE GOAL

I don't know.

Figure 4. Examples of Accurate, Accurate but Incomplete, and Inaccurate Goals.

Child's Name_____

Date_____

END-OF-YEAR PARENT QUESTIONNAIRE

1) Did you attend an IEP conference during this academic year? ☐ Yes ☐ No

2) Has your child received special education service in the area of reading this year? ☐ Yes ☐ No

How confident are you that this answer is accurate?

☐ Not at all Confident ☐ Somewhat Confident ☐ Confident ☐ Very Confident

If you answered NO to Question 2, STOP. If you answered YES, please continue answering these questions.

3) Were you informed about your child's year-end reading goal in the special education program? ☐ Yes ☐ No

How clear are you about what the annual reading goal is?

☐ Unclear ☐ Somewhat ☐ Clear ☐ Very Clear

If you know your child's annual reading goal, please write it below:

_____

_____

_____

_____

_____

_____

_____

4) How satisfied are you with the reading goal established for your child this year?

☐ Very Dissatisfied ☐ Somewhat Dissatisfied ☐ Somewhat Satisfied ☐ Very Satisfied

9) Has your child been progressing toward his/her reading goal?

☐ Not Sure ☐ No ☐ Yes

If yes or no, how have you been informed of progress toward the goal?

_____

_____

10) Relative to last year, how is your child performing compared to other students who are as old as your child?

☐ Don't Know ☐ Worse ☐ Same ☐ Better

How confident are you that this answer is accurate?

☐ Not at all Confident ☐ Somewhat Confident ☐ Confident ☐ Very Confident

END-OF-YEAR CLASSROOM TEACHER QUESTIONNAIRE

Student's Name_____ Date_____

1) Did you participate this year in the IEP or periodic review conference for the student whose name appears above? ☐ Yes ☐ No

If NO, please skip questions 2-4.

2) How satisfied were you with the assessment information presented at the conference?

☐ Very Dissatisfied ☐ Somewhat Dissatisfied ☐ Somewhat Satisfied ☐ Satisfied

3) How useful was this assessment information for developing or modifying IEPs?

☐ Not at all Useful ☐ Somewhat Useful ☐ Moderately Useful ☐ Very Useful

4) How clearly was information on this student presented to you by the special teacher at the conference?

☐ Not at all Clearly ☐ Somewhat Clearly ☐ Clearly ☐ Very Clearly

5) Have you been informed of the student's 1981-82 special education reading goal? ☐ Yes ☐ No

If yes, how satisfied were you with that goal?

☐ Very Dissatisfied ☐ Somewhat Dissatisfied ☐ Somewhat Satisfied ☐ Very Satisfied

6) Were you informed of the student's reading program in the special setting? ☐ Yes ☐ No

If yes, how satisfied were you with that program?

☐ Very Dissatisfied ☐ Somewhat Dissatisfied ☐ Somewhat Satisfied ☐ Very Satisfied

7) Were you informed of when and what changes were made in the student's reading goal through the year? ☐ Yes ☐ No

If yes, how frequently? _____ (approximate number)

If yes, how were the changes communicated to you?

☐ Verbally ☐ Note ☐ Conference Other_____ (please specify)

8) Were you informed of when and what changes were made in the student's reading program through the year? ☐ Yes ☐ No

If yes, how frequently?_____ (approximate number)

If yes, how were the changes communicated to you?

☐ Verbally ☐ Note ☐ Conference Other_____ (please specify)

9) Did the student meet his/her year-long reading goal?

☐ Don't Know ☐ Yes ☐ No

How confident are you that this answer is accurate?

☐ Not at all Confident ☐ Somewhat Confident ☐ Confident ☐ Very Confident

Briefly describe on what basis you are deciding if the student met his/her year-long goal.

_____

_____

_____

10) How satisfied were you with the student's progress in reading this year?

☐ Very Dissatisfied ☐ Somewhat Dissatisfied ☐ Somewhat Satisfied ☐ Very Satisfied

11) Compared to the beginning of the year, how is the student performing relative to the other children in your classroom?

☐ Don't Know ☐ Worse ☐ The Same ☐ Better

APPENDIX C

Student's Name_____

Date_____

ADMINISTRATOR OR SUPERVISOR QUESTIONNAIRE

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS WITH RESPECT TO THE STUDENT'S NAME LISTED ABOVE. DO NOT ANSWER THEM FROM THE PERSPECTIVE OF SPECIAL EDUCATION STUDENTS IN GENERAL.

1) Did you participate this year in the IEP or periodic review conference for the student whose name appears above?

Yes___ No___

If yes, answer all the remaining questions. If no, answer questions 4 through 9.

2) How satisfied were you with the assessment information in the academic area of reading presented at the conference(s)?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

3) How useful was the reading assessment information for developing or modifying individual educational programs/planning instructional interventions?

1	2	3	4
Not at all useful	Somewhat Useful	Moderately Useful	Very Useful

4) Were you informed of the student's 1981-82 special education reading goal?

Yes___ No___

5) How satisfied were you with the 1981-82 reading goal?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

6) How satisfied were you with the system devised for monitoring the student's progress toward this goal throughout the year?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

7) Were you informed as to whether the student met his/her annual reading goal?

Yes___ No___

8) How satisfied are you with the way in which final student outcome in reading was evaluated at the end of the school year?

1	2	3	4
Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied

9) How clear do you think the parents are about the special education services provided in reading during this year?

1	2	3	4
Unclear	Somewhat Clear	Quite Clear	Very Clear

APPENDIX D

GOAL AND OBJECTIVE FORM

GOAL In _____ (# school weeks until year's end), when presented with stories from _____ (Level #, series), _____ (student's name) will read aloud at the rate of _____ (wpm correct) with no more than _____ (#) errors.

OBJECTIVE Each successive week, when presented with a random selection from _____ (same level # and series as above), student will read aloud at an average increase of _____ (#) wpm and no increase in errors.

PUBLICATIONS

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